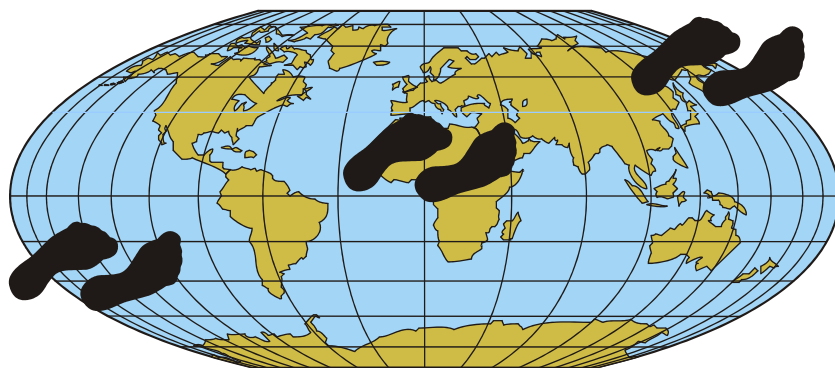


Next Step en Español

Teacher Lesson Guide



ETV

**Instructional Television
South Carolina Department of Education**



Next Step en Español

Teacher's Lesson Guide

*Take a step across the ocean,
Take the first step over the sea.
The Spanish people everywhere
wait for you and me.*

*But how do we understand them?
How do we know what they say?
They speak another language,
Have different customs and days.
But still they're just like we are
whether young or old.
The first step to understanding is...
the Next Step en Español*

Next Step en Español

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Next Step en Español **Teacher Guide**

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Note to Teachers:

This lesson guide is written for teachers who have little or no knowledge of the language and are not trained to teach a foreign language. Read the introductory materials to help understand why and how to teach a foreign language in the elementary grades. Suggestions are given as to how a regular classroom teacher can provide this valuable second language instruction to his/her students.

Since the purpose of **Next Step en Español** is exposure to the Spanish language, the major portion of the ten video lessons is totally in Spanish. Some teachers and students may be overwhelmed when viewing the programs for the first time. Teachers need to preview the video programs before showing them to their students so they can be familiar with the format of the program and the individual segments. They should review the vocabulary list and the guide material for each lesson very carefully before and after previewing the programs.

Use this lesson guide and the other accompanying components to take the greatest advantage of the Next Step series and to maximize your student's learning. Teaching and learning a second language can and should be fun for everyone involved. **Next Step en Español** can help you meet this challenge.

Introduction to Next Step en Español

¿Sabes hablar español? For many adults these were some of the first words they learned in a foreign language during their high school years. Now language experts, educators, and parents realize that children need to be exposed to a second language as early as possible using new and exciting teaching methods.

What is Next Step en Español?

Next Step en Español is an introductory course for young students in Spanish. The ten video lessons were designed to make learning Spanish fun as a group of children learn Spanish from their neighbor who has just moved from Ecuador, South America. In keeping with guidelines for the teaching of foreign language, this new neighbor only speaks Spanish to the children as she teaches them. Through the use of graphics, music, and fast-paced video segments in addition to the native speaker/children scenarios, words are presented in context. Emphasis is on the "spoken" word rather than the "written" word. Cultural components are an integral part of each lesson.

What are the Program Components?

Ten Fifteen-Minute Video Lessons

Next Step en Español Again Video Lessons

Teacher's Lesson Guide

Audio Cassette of Vocabulary and Songs

Who can use Next Step en Español?

This video series and its other program components were designed to assist schools and teachers to provide their students with instruction in a second language during the primary grades. Teachers do not need to speak Spanish or have experience in any foreign language instruction to use this video series. It was developed specifically for schools which would not be able to offer an elementary foreign language in any other way.

Elementary foreign language teachers can also use this series by adapting the programs for use in their lessons, as supplemental lessons for use by the regular classroom teacher, or to use when the foreign language teacher is unable to hold classes. The series can be used in segments, as review or as an introduction in such classes.

Why should I use Next Step en Español?

Parents, educators, curriculum specialists, and foreign language advocates have long requested foreign language programs for elementary grades, and many states are developing curriculum frameworks or requirements for elementary school foreign language instruction. Unfortunately, most elementary schools do not have certified foreign language teachers nor do they have teachers who have foreign

language training. Instructional television is an equitable and readily available delivery system for foreign language instruction. Distance learning is certainly an effective means of foreign language instruction, but it is not the best delivery system for most elementary grades because elementary teachers prefer to use taped programs at their own schedule rather than commit to a specific daily time. Produced video programs can be shown at any time during the school day. They present foreign language instruction that meets many different learning styles and is exciting and fun for students.

The **Next Step Elementary Foreign Language Program** has been designed to meet these needs. It is communication-based using a thematic center which allows a balance among the basic goals of culture, subject content and language-in-use. The content-based approach draws from and reinforces the goals of the general elementary school curriculum. Learning occurs in meaningful, communicative contexts that carry significance to the student. Culture is integrated into all learning.

How is language taught in Next Step en Español?

In keeping with widely accepted elementary foreign language guidelines, target language instruction will be consistently conducted in the target language. This allows the learners to be active constructors of meaning rather than just passive receivers of vocabulary. It is extremely important that children hear the language even if they do not understand all of the words. They learn much from this immersion into the language. Gestures, pictures, and objects are constantly used in the lessons to make the language concrete. A complete understanding of the vocabulary is not necessary at this stage of language acquisition. Students hear the language spoken, then they begin to speak the language. Comprehension, rather than speaking, is emphasized at beginning stages of the program shadowing the process of first-language acquisition.

Each of the ten fifteen-minute video lessons includes several segments: the storyline of a native speaker teaching her native language to some young neighbors, songs which review vocabulary, visits to actual places which are used in the storyline, classroom scenes with children using the language, graphics, and repetition/review sequences. All vocabulary is taught in context and is repeated several times and used in conversation before the written word is shown. There is continuous review of previous vocabulary in most lessons. At the end of each lesson, students are given the opportunity to repeat the emphasized vocabulary words.

Many words are presented in each lesson and a classroom teacher can emphasize only those words that are most appropriate for his or her students. Reading and writing will be used in guide activities as communicative tools, as appropriate to the age and interest of the learners. Grammar will be presented in context for usage rather than analysis since, in the elementary grades, grammar for its own sake is not the object of instruction. Suggested activities will integrate the language into other areas of the curriculum. The activities will be in keeping with the national standards and FLES programs.

Curriculum Overview

Goal: The goal of the **Next Step Elementary Foreign Language Program** is to make the students' first exposure to a second language an exciting experience for both the students and their teacher. Exposure to the language is the major purpose of the lessons.

Lesson Titles and Topics Covered

Lesson 1...***Meeting Again***

Introductions, greeting situations, the family

Lesson 2...***Visiting My House***

House (rooms and furniture)

Prepositions of location

Lesson 3...***Buying Groceries***

Food (making a pie)

Numbers and colors in context

Silverware pieces

Lesson 4...***Growing Up Healthy***

Action verbs

Parts of the body

Lesson 5...***Choosing a Present***

Shapes

Sports and activities

Lesson 6...***Playing with Animals***

Farm animals and pets

Action verbs

Lesson 7...***Learning at My School***

School items, classes

Lesson 8...***Places in Town***

Buildings and people seen in community

Prepositions of location

Lesson 9...***Zoo Animals***

Wild animals

Geography

Lesson 10...***Celebrating with Friends***

Nature, sports, birthday

Next Step en Español Program Components

Introduction to the Program Components

Next Step en Español Video Lessons

Ten fifteen-minute video lessons that were designed to teach specific vocabulary words in context while allowing viewers to hear the language being spoken. There are review segments and songs used to extend the understanding of the emphasized vocabulary words.

Next Step en Español Again Video Lessons

These 10 to 14-minute video lessons are designed to be used for review by teachers who are not comfortable with the language and feel they need a little extra assistance with follow-up activities. These lessons were taped with a foreign language teacher who uses a mixture of Spanish and English in the review and follow-up. After these short review lessons, the classroom teacher can continue with activities suggested in the lesson guide.

Teacher's Lesson Guide

The Teacher's Lesson Guide is a critical component of the entire program. There are suggestion for introductory activities before viewing the video lesson, a description of the video lesson, follow-up activities for after viewing the video lesson, and supplemental activities. Suggestions for use of the other program components are also included.

Audio Cassettes of Vocabulary and Songs

Audio tapes will be available to provide extra opportunities to listen to and to practice vocabulary words and sentences. The songs used in the programs will also be included. These tapes will be suggested for before and after viewing activities.

Using the Program Components

In order to use the program components, teachers and students should understand the meaning of the following:



Whenever the footsteps are seen, this means that the students should repeat what has been said. SEE FEET, REPEAT.

Teaching a Foreign Language in a Regular Elementary Classroom Setting

Foreign language teachers in the elementary school are trained to teach languages in a specific way as recommended by the Teachers of Foreign Languages, State Curriculum Frameworks and National Standards for the Teaching of Elementary Foreign Languages. This is certainly the best way to present language instruction, but unfortunately everyone is not now able to provide this type of instruction. As a non-trained foreign language teacher and a non-speaker of the language, you will need to adapt some of the recommended methods for use in your classroom.

Suggestions Adapted for the Regular Classroom

1. Listening to the Target Language...Language Listening Center

In EFL classes there is a time when only the target language is spoken. This change in languages is indicated by the turn of a sign or the display of a flag. Provide opportunities for your students to listen to the target language and to practice speaking the language whenever possible. A language center or table with a tape recorder equipped with listening stations would provide such opportunities. Decorate the language center with flags and pictures from the country. The Next Step Audio Cassette Tape, purchased audio tapes of stories in the target language, or tapes made by a parent or other native speaker could be used in this center.

2. Experience the Target Language...Video Tapes in the Language

Show video tapes of simple stories or songs with the audio track in the target language (such as those from the ***Lyric Language*** series offered by some instructional television stations). These are also available from educational stores and foreign language instructional materials catalogues. Be careful of violating copyright laws by showing video tapes which do not have classroom performance rights. It is always best to purchase videotapes from companies which can supply such rights.

3. Share Cultural Experiences...Visitors, Field Trips, Travel Videos

Share cultural experiences by inviting visitors to the class who have traveled to the country, can speak the language, can tell stories, or do crafts related to the country. There may be a restaurant or grocery store associated with that country near your school you could visit. Cook meals from the country. The music and art teacher in your school can do music and art activities related to the country. Travel agencies may have videos and other materials about the country they would share with your class.

4. Practice the Target Language...Use High School Language Students

as Tutors for Your Students

Work with your local high school's or college's foreign language department to create a partnership with your class and second or third year language students. These students could provide your students with a valuable learning opportunity while providing the older students an opportunity to practice their use of the language. If the middle or high school in your area has a foreign language day, then your students could visit or the older students could bring an abbreviated version of the day's activities to your class.

5. Use Other Multimedia Resources To Extend Learning

The Internet would provide valuable opportunities for your students to experience the language and culture of countries that speak your target language. You would want to select appropriate sites from larger cities' tourist bureaus, businesses, newspapers, etc. and bookmark them for use by students. Since you are not experienced in the language, you will need to be extremely careful about the sites you select. Bookmarking the sites will help ensure that students only visit appropriate sites.

6. Celebrate Holidays

Celebrate national holidays of countries which speak your target language. Make these special events that the students will look forward to and will enjoy. Be sure the students understand why and how these days are celebrated.

7. Study National Heroes of Spanish-speaking Countries

Study national heroes of Spanish-speaking countries as a part of the holiday celebrations, if appropriate. As you do science, social studies, art, music and sports emphasize people in these areas from your focal countries. Look for information on current political leaders, sports figures, writers, musicians, and artists from Spanish-speaking countries in magazines and newspapers.

8. Imaginary Field Trips

Let the students plan imaginary field trips to Spanish-speaking countries. Travel books and videos, as well as library materials could provide students with a source of information about places to see and visit. Use a map to show where the country is, to determine where to travel in the country and how long it will take to travel to the country and within the country.

9. Pen pals

Correspond with students from other countries, preferably students from bilingual schools.

Using Next Step en Español

General Introduction to Next Step en Español

1. We're Learning Spanish Together.

Explain that you and your students are going to be learning something together - you are going to be learning a second language. Learning another language other than your native language (the language you learned to speak as a baby and use most often) is just learning another way to say things. Most of the time when a teacher teaches he/she knows the information being taught. Tell them that you do not know Spanish, that you studied Spanish in high school and/or college, or whatever is appropriate for you. Since this is something that you and the students are learning together, you all are going to have to help each other.

2. Why Learn A Second Language Early?

Tell them that language experts think it is better to learn a second language as early as possible. Talk about how babies learn to speak their native language (they hear the language; they begin making sounds then say words; they start using the words correctly and then use them in sentences; they are continuously learning new words and ways to use words together in phrases, sentences, paragraphs, etc.; and finally they learn to read and write the words, phrases, sentences, paragraphs, etc. This is the way we are going to learn Spanish.

3. Do Any Students Speak Another Language?

Do any of your students speak another language (not just know a few words)? How did they learn this language? Do their parents, grandparents or other relatives speak another language at home? Ask them to visit your class.

4. Why Learn Another Language?

Discuss why it is important to learn another language. Show a map of the world and point out all of the countries in which Spanish is the native language. Do any of your students know someone whose first language is Spanish? Have they seen signs in both English and Spanish? These questions will be more appropriate for some locales than in others. Adapt these questions as necessary.

5. Introduce the Series

Introduce **Next Step en Español** and the different components that you will be using. Explain that you will be watching ten video lessons which will provide most of the initial instruction. From the video lessons, you and the students will learn Spanish words and about the culture of Spanish-speaking countries. In the programs, Señora Carnes is teaching some of the children in her neighborhood to speak her native language, but she is speaking to them only in Spanish. She uses the language in such a way that the neighbor children and the viewers understand what she is saying, even if they do not understand all of the words. Explain that they will get many different opportunities to practice the language in the **Next Step en Español Again video lessons**, the audio cassette tapes and CD ROM.

6. Make Learning Fun

Emphasize that learning a second language is just another way of saying the same things they say everyday. Make this an enjoyable experience for your students. Learning Spanish with **Next Step en Español** is going to be FUN.

Continuing Suggestions for Next Step en Español

1. Show your interest and enthusiasm...Be involved in the learning

Be involved in the language instruction yourself. Do not turn on the video lessons and leave the room or grade papers. Be an active participant. Admit that you do not know the language and that you will be learning it with the students. They will love learning something with you. Show your interest and enthusiasm for the language. Let the students know that you are practicing the language and learning with them. It will be a worthwhile experience for everyone.

2. Provide continual language practice

Provide your students with continual practice with the language. Learning a language is not something that is done once or twice a week and forgotten until the next class time. Use the audio tape to review the vocabulary and listen to the songs whenever a spare minute exists. Make this a regular practice while washing hands for lunch, while getting books together at the end of the day, or at any other available time. Play games with the vocabulary words.

3. Display vocabulary words wherever possible

Display words in the target language throughout your classroom and possibly the entire school. The words for numbers, colors, seasons, months, days of the week, etc. are usually displayed in English as students learn to read and write these words. Add the Spanish word for each as they are used.

4. Praise the children in Spanish

Praise the children in Spanish, say *Muy bien* (Very good) or *Excelente!* (excellent). School supply stores have praise stickers in Spanish. Use these on good papers done as part of non-Spanish work. A "*Muy bien*" sticker on a math paper will surely create interest at home and will be a source of pride when the student can tell their parents what the words mean.

5. Use Spanish words whenever possible.

Buenos Días or *Hola* could be used some mornings as children enter, *Hasta Luego* could be used when they leave. Make it a habit to use *sí* (yes), *no* (no), *gracias* (thank you), *por favor* (please), *perdón* (pardon), and *de nada* (you're welcome) as much as possible. Mixing languages is not encouraged, but the use of these polite words can be used as stand alone comments. Count in Spanish. Use the language as you and your students learn it. Praise students as they use Spanish more frequently.

Lesson 1 Meeting Again

(Introduction, Greeting Situations, the Family)

Objectives:

1. Review and expand vocabulary related to family members.
2. Use descriptive adjectives to describe family members.
3. Say the days of the week in sequence and out of sequence.

Vocabulary:

Family Members

mother	mamá
father	papá
grandmother	abuela
grandfather	abuelo
young	jóvenes
old	viejos
large	grande
aunt	tía
uncle	tío
cousin	primo
daughter	hija
son	hijo
husband	esposo
wife	esposa
pretty	lindo
ugly	feo
sister	hermana
brother	hermano
next to	al lado

Numbers

one (1)	uno
two (2)	dos
three (3)	tres
four (4)	cuatro
five (5)	cinco
six (6)	seis
seven (7)	siete
eight (8)	ocho
nine (9)	nueve
ten (10)	diez

Days of the Week

Monday	lunes
Tuesday	martes
Wednesday	miercoles
Thursday	jueves
Friday	viernes
Saturday	sabado
Sunday	domingo

after	despues
before	antes
days of the week	dias de semana
purple flower	una flor morada

Colors

green	verde
yellow	amarillo
orange	anaranjado
red	rojo
pink	rosado
black	negro
brown	café
white	blanco
blue	azul

Information for the Teacher Only:

(This is background information for teachers only. Not to be used as “mini-lessons” for students.)

Before Viewing the Video Lesson:

1. Do the general introductory activities for the series if you have not already done so.
2. Remind the students that they will not understand everything that is said on the video lesson and that this is not important because they are being immersed in the language. Hearing the language being used is very important and that only certain words and phrases will be learned from the program.
3. Listen to the audiocassette tape of Lesson 1 vocabulary words. You may choose to give the students a copy of this lesson’s vocabulary words found at the back of the teacher’s guide.

Description of the Video Lesson: (For teachers only)

The children enter and Señora Carnes asks how their summers were. Kevin brought a picture of his mother (*mamá*) and father (*papá*) as well as pictures of his grandmother (*abuela*) and grandfather (*abuelo*). Sra. Carnes says that his parents are young (*jóvenes*) and his grandparents are old (*viejos*). Grayson's family is large (*grande*). Grayson learns the word for aunt (*tía*), uncle (*tío*), and male cousin (*primo*). Then discussing Sra. Carnes' family they learn daughter (*hija*) and husband (*esposo*).

Review	<i>lindo, feo, mamá, hijo, papá, hija, abuelo, abuela, hermana, hermano</i>
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Classroom skits	kids introducing siblings
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After Sra. Carnes chides Kevin for making an ugly (*cara fea*) face, other children arrive. Sra. Carnes introduces herself to Jordan and Racheal, but Anna and Grayson already know each other. Jordan and Grayson live next to (*al lado*) one another.

At a birthday party	There were seven candles, gifts, the mom taking pictures, the aunt cutting the cake while the uncle eats it
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Review	<i>mamá, papá, tía, tío, abuela, abuelo</i>
--------	---

Reviewing the days of the week (*días de la semana: lunes, martes, miércoles, jueves, viernes, sábado, domingo*) by putting together puzzle pieces with the words on them, Sra. Carnes reinforces that in Spanish countries Monday comes first in the week and asks what comes after (*después*) it and so on. After the puzzle is put together she asks what comes before (*antes*) Wednesday.

Song	<i>Días de semana: lunes, martes, miércoles, jueves, viernes, sábado, domingo</i>
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Review	<i>antes, después</i>
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In the garden there is...	<i>review of colors by flowers</i>
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*Lindo
Feo
Una flor morada*

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Review vocabulary words related to the family and days of the week.
4. Show the children pictures of various people. Let the children guess who they are in a family ie: *abuelo, abuela, mamá, papá, hija, hijo, hermano or hermana*.
5. Post a Spanish calendar on the wall. Remember to start with Monday. The days are *Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo*. You do not need to start with Caps. Ask the children *¿Qué día es hoy?* (What day is today?) Let the children tell you the day and the number ie: *Lunes 5 de agosto*. The months are *enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre*. The “j” in *junio* and *julio* have an English “h” sound. The “z” in *marzo* has an “s” sound.
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities:

1. Make a suitcase type folder from construction paper or a center cut manila file folder. Write **Next Step Español** on the suitcase like that on the series opening logo. Do luggage type name tags for student names. Keep copies of students' work in this suitcase.
2. Create a Spanish family tree. Include grandparents, aunts, uncles, and cousins.
3. Re-create or talk about Spanish birthday parties. They include all age groups from infants to grandparents. There is food, music, games, dancing, piñatas, gifts, and surprises. Children dance with each other, their parents and grandparents. In the evening when the children go to sleep or to their rooms, the adults stay late dancing and partying. Foods at birthday parties include many of the same things as here: cake, soft drinks, ice cream, candy, but also foods such as chicken and rice, empanadas (fried pastries with meat or cheese).
4. Let the children draw something pretty (*lindo*) and something ugly (*feo*). Have them color the picture and tell you which colors they are using.
5. Introduce yourself using your Spanish name. Say your first name followed by your dad's last name and then your mother's maiden name. Middle names have little importance in Spanish culture, unless your name includes your middle name.

For example, the name Maria is extremely popular because of the Catholic belief and respect of the Virgin Mary. Therefore, you have many double names with Maria, such as Maria Fernanda, Maria Sol, Maria José, Ana María etc. Even though Spanish people use both parents' last names, the last name that counts is the father's name. When a woman marries, she drops her mother's maiden name and adds her husband's name to her father's last name.

6. Teach the children "*Cumpleaños Feliz*" (same tune as Happy Birthday).

Cumpleaños Feliz (z)
Cumpleaños Feliz (z)
Feliz Cumpleaños (child's name)
Cumpleaños Feliz.

Have them sing it to their classmates who are having a birthday.

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since there are words of greetings and introductions, questions and answers about how are you, and polite words.

Lesson 2

Visiting My House

(Visit in the House, Rooms and Furniture)

Objectives:

1. Review vocabulary related to places in the house.
2. Use prepositions of place to describe object placement.
3. Use descriptive adjectives to describe a house.

Vocabulary:

big	grande
small	pequeño
one level	un piso
two levels	dos pisos
windows	ventanas
medium	mediano/mediana (depending on subject)
above	arriba
below	abajo
patio	patio
inside	adentro
outside	afuera
new	nuevo
over	sobre
under	debajo
in	en
behind	detrás
between	entre
in front	delante
next to	al lado
sit	siéntense
stand	párense
baby	bebé
bedroom	dormitorio
bed	cama
woman	mujer
chair	silla
living room	sala
man	hombre
car	automóvil
garage	garaje
girl	niña
dining room	comedor
table	mesa
boy	niño
outside	afuera
house	casa
bathroom	baño

kitchen
I have a new shoe.
mobile home

cocina
Tengo un zapato nuevo.
casa rodante

Culture:

The concept of the extended family extends to living arrangements. Most grandparents live with one of their children and thus grandchildren. Families (extended) also tend to live close to each other and visit each other a lot. Grandparents very often take care of grandchildren. The whole family gets together for meal times and daily family events.

Before Viewing the Video Lesson:

1. Review the vocabulary words from lesson 1.
2. Listen to the audiocassette tape of Lesson 1 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.
3. Ask students previously to bring pictures of their houses or apartments and talk about them (English is appropriate here). Discuss how many floors the house has or which floor in a building they live in. How many people live in their house? What color is their house? What size is their house?

Description of the Video Lesson:

The group looks at photos of houses. One house is big (casa *grande*) and other is small (casa *pequeña*). They learn that one house has one level (*un piso*) and two levels (*dos pisos*). They describe one house. It is two levels, yellow, and the windows (*ventanas*) are blue. It is medium size (casa *mediana*). They point out the above/upstairs (*arriba*) and below/downstairs (*abajo*) levels of another house. It has a patio (*patio*).

Review *adentro, afuera, pequeña, grande, viejo, nuevo, sobre, debajo*

Sra. Carnes says to play, "Do what Señora Carnes says." Monica must sit in (*en*) the chair. Marcus must stand behind (*detrás*) the sofa. Grayson must stand between (*entre*) the sofa and the chair. _____ must stand in front of (*delante*) the table. Marcus must put his hand over (*sobre*) the lamp. _____ must stand next to (*al lado*) Marcus. Grayson must take off her shoe and put it under (*debajo*) the chair.

Searching the house Where is the shoe?

Review *siéntense, párense, en, detrás, al lado, sobre*

entre

Sra. Carnes shows a plan of a house. They have a miniature family they place randomly in the house. The baby (*bebé*) is in the bedroom (*dormitorio*) in the bed (*cama*). The woman (*mujer*) is next to (*al lado*) the chair (*silla*) in the living room (*sala*). The man (*hombre*) is behind (*detrás*) the car (*automóvil*) in the garage (*garaje*). The girl (*niña*) is in the dining room (*comedor*) between (*entre*) the chair (*silla*) and the table (*mesa*). The boy (*niño*) is outside (*afuera*) the house (*casa*). But then he runs inside (*adentro*) and runs into the bathroom (*baño*).

Song

Casa Feliz

Review

al lado, entre

Magician's Trick

Where is the rabbit?

Review

*el comedor, el garaje, la sala, la cocina, la casa,
la mesa, una silla, una cama*



*Tengo un zapato nuevo.
El automóvil es viejo.
La casa es grande.*

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Play a "hide the shoes" game. Take a few shoes and put them under a chair (*debajo de la silla*), on top of a table or desk (*encima de la mesa*), next to someone (*al lado de _____*), in between two chairs (*entre las sillas*). Have students help you find them and tell you the place in Spanish.
4. Draw your house, apartment, mobile home, etc. Label each room in Spanish. Child can then say "My house has _____ bathrooms."

Mi casa tiene _____ baños.
Mi casa tiene _____ dormitorios (bedrooms)
Mi casa tiene un (one) garaje.
Mi casa tiene una (one) cocina (kitchen).
Mi casa tiene una sala (living room)
Mi casa tiene un comedor (dining room)

5. Watch the second scene again. Then if teacher feels comfortable she could ask the children "*Dónde está* (child's name). Write the prepositions of place on board or on sentence strips. Also put pictures or draw some objects such as table and chairs. We strongly recommend not using English translation. Instead watch the video activities involving prepositions of place until all feel pretty comfortable they know it's meaning. Then have a few children stand in a specific place behind a chair next to _____ in front of _____. Teacher asks *¿"Dónde está _____?"*. Kids respond with preposition of place and object.

6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities:

1. Play "What is it" games with rooms and furniture? *¿Qué es?* (What is this?) If plural, ask *¿Qué son?* (What are these?) The students would answer *Es _____* (It is _____) or *Son _____* (They are _____). Use pictures of rooms and furniture, or use a dollhouse and furniture.

2. Play similar games as was done in the lesson where a student pretends to do an activity that would take place in a particular room and let other students guess which room.

3. You can do the magic box. Have any object kids know in Spanish and ask "*Dónde está _____?"* Let kids answer you above (*arriba*), below (*abajo*), inside (*dentro*), outside (*afuera*) followed by "*de la caja*" (to the box).

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy with the number and color words. Add work to the Next Step Español suitcase folders.

Lesson 3

Buying Groceries

Objectives:

1. Make an apple pie using step-by-step instructions.
2. Use descriptive adjectives to describe tastes.
3. To use weather expressions in connection with seasonal fruits

Vocabulary:

bad	mal
more	más
ten	diez
eleven	once
twelve	doce
thirteen	trece
fourteen	catorce
fifteen	quince
apples	manzanas
milk	leche
clean	limpio
dirty	sucio
plates	platos
napkins	servilletas
spoon	cuchara
fork	tenedor
knife	cuchillo
triangular	triángulo
sweet	dulce
sour	agrio
very pretty	muy lindo
drinks	bebidas
very hungry	mucha hambre
pizza cut in eight parts	pizza cortada en ocho partes
month	mes
January	enero
February	febrero
March	marzo
April	abril
May	mayo
June	junio
July	julio
August	agosto
September	septiembre
October	octubre
November	noviembre

December	diciembre
spring	primavera
summer	verano
fall	otño
winter	invierno
It's sunny.	Hace sol.
It's cloudy/overcast.	Está nublado.
It's raining.	Está lloviendo.
It's snowing.	Está nevando.
It's windy.	Hace viento.
It's hot.	Hace calor.
It's cold.	Hace frío.
hot	caliente
cold	frío
It's delicious.	Está rico.
I don't like...	No me gusta...
The girl cooks the pastry.	La niña cocina el pastel.
The girl eats the pastry.	La niña se come el pastel.

Culture:

Table manners: In Latin America/Spanish culture people use the same eating utensils we use in the United States. However, there are certain foods that also "double" as eating utensils. In Spain, bread is used to scoop up the juice or gravy left on the plate. In Mexico and Central America much of the food is rolled into tortillas and eaten that way. Another cultural difference is that it is extremely impolite to keep one hand under the table. Both hands remain on the table throughout the meal, elbows are off the table and no talking with your mouth full.

Meals take approximately two hours, especially lunch. Generally there are several dishes such as soup, salad, the main dish, fruit for dessert and then coffee. Family and friends linger for over an hour over coffee talking and visiting with each other. It is consider bad manners to "eat and run". However, even this custom is slowly changing as fast food restaurants become more popular in Spanish speaking countries.

In some South American countries and schools, children have a snack for lunch at school and then come home to eat lunch in the middle of the afternoon. In many countries, children break for lunch in the middle of the day. Their parents also take a long lunch break from work and come home to eat lunch with the rest of the family. Everybody goes back to school or work. In Spain, many parents don't get out of work until 7:30 or 8:00 PM.

In Spanish countries most children are home in the evenings. This means that the family eats supper together most every night. The upper class children do participate in after school curriculum such as ballet or piano for the girls and group sports for the boys. American kids have an overabundance of activities after school so most kids don't get to have supper as a family.

Before Viewing the Video Lesson:

1. Listen to the audio cassette tape of lesson 3 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.
2. Have apple cut outs or real apples. Do addition and subtraction activities with the apples. You would say *dos y dos es cuatro* (two and two is four) or *cuatro menos dos es dos* (four minus two is two). If this is too complicated for you to do in Spanish, you can do it in English, but don't mix the languages.
3. Take an apple and split it into $\frac{1}{2}$, then $\frac{1}{4}$ and put it back together.

Description of the Video Lesson:

Looking at apples, they decide one apple is bad (*la manzana está mala*). They also count the apples and say their colors as well as discuss their preference. Sra. Carnes needs more (*más leche y mantequilla*) milk and butter. The children count her grocery money (*diez, once, doce, trece, catorce, quince dólares*).

Song	<i>Manzanas rojas, manzanas verde, manzanas grandes, manzanas pequeñas</i>
------	--

Counting apples	<i>once, doce, trece, catorce, quince</i>
-----------------	---

Mother serves kids needs	<i>manzanas y leche</i>
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While cleaning the counter the kids learn clean (*la cocina está limpia*). Marcus was dirty (*Marcus está sucio*) with flour. The kids learn plates (*los platos*), napkins (*las servilletas*), spoon (*la cuchara*), fork (*el tenedor*), and knife (*el cuchillo*). She cuts the pie in triangular (*triángulo*) shapes. Sra. Carnes asks Anna if she prefers sweet (*dulce*) or sour (*agrio*).

In the restaurant	<i>muy lindo, bebidas, mucha hambre, pizza cortada en ocho partes</i>
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The children learn the months (*enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre*). They name the seasons (spring – *primavera*, summer – *verano*, fall – *otoño*, winter – *invierno*) and the weather (It's cloudy – *Está nublado*, It's raining – *Está lloviendo*, It's snowing – *Está nevando*, It's windy – *Hace viento*, It's cold – *Hace frío*, It's hot – *Hace calor*).

Review

*caliente, frio, dulce, agrio, sucio, limpio,
está rico, no me gusta*



*La niña cocina el pastel.
La niña se come el pastel.*

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Go over the culture section. Make comparisons between meal customs in the US and Spanish speaking countries. You may want to make a Venn Diagram and compare meal customs, schedules and briefly touch on the number of after school activities.
4. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities:

1. When eating at the cafeteria you could have kids dip their rolls in gravy or juices from their food and scoop it up to their mouths. You could check the cafeteria calendar ahead of time so that you don't have to prepare anything extra. Have all kids eat with proper "Spanish manners." This means both hands on the table at all times, no elbows on the table and chewing with their mouths closed.
2. You could role-play an eating situation. Have 3 or 4 children up front sitting at a table with some eating utensils but missing others. The child would say "*Necesito un cuchillo* (knife); *Necesito un plato* (plate); *Necesito un tenedor* (fork); *Necesito una cuchara* (tablespoon); *Necesito una cucharita* (teaspoon); *Necesito una servilleta* (napkin). Another child gives it to them. If they want to say "Here" Ask them to say "*Aquí está.*" Then the "customer" would say "*Muchas gracias.*"

3. Create a big graph on the board with a row for each month of the year. Give each child a post-it note and have them write in the number and month when they were born (or their birthday). Then have them come to board and stick their post-it note under the right month. The teacher could ask the children *¿Cuántos niños hay en month?* (How many children are in ____?) the children can count them and give you the answers.

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since these are words related to foods and colors. Add to the Next Step Español suitcase folders.

Lesson 4

Growing Up Healthy

Objectives:

1. Describe the movements children do everyday.
2. Review body parts
3. Use prepositions of place to indicate object placement.

Vocabulary:

left	izquierda
right	derecha
sit	siéntense
stand	párense
slow	despacio
fast	rápido
forward	adelante
back	atrás
up	arriba
down	abajo
I am walking.	Yo estoy caminando.
I am running.	Yo estoy corriendo.
I am marching.	Yo estoy marchando.
I am dancing.	Yo estoy bailando.
I throw the ball.	Yo tiro la pelota.
I kick the ball.	Yo pateo la pelota.
I am jumping.	Yo estoy saltando.
I am riding my bike.	Yo ando en mi bicicleta.
soccer	fútbol
basketball	basketball
football	fútbol americano
behind	detrás
in front	delante/enfrente
next to	al lado
over	sobre
in	en
under	debajo
between	entre
head	la cabeza
shoulders	los hombros
legs	las piernas
feet	los pies
eyes	los ojos
ears	las orejas
mouth	la boca
nose	la nariz

I open the drawer	Yo abro el cajón
I shut the drawer	Yo cierro el cajón
I open the window	Yo abro la ventana
I shut the window	Yo cierro la ventana
I open the door	Yo abro la puerta
I shut the door	Yo cierro la puerta
under	subo
short	bajo
I go to the left	voy a la izquierda
I go to the right	voy a la derecha

Culture:

Soccer is such a popular sport in Spanish speaking countries that all boys and some girls know how to play it without having formal training. It is the game boys play every single day in playgrounds at school. Every weekend, streets are blocked throughout Latin America and the men who live in that neighborhood play impromptu pick up soccer games. Companies also have soccer clubs where their employees can play the game on weekends. When someone scores a goal, the player who scored the goal takes off his shirt and waves it over his head while screaming gooooooooool. (Note: for the teacher only. This is why Brandi Chastain the soccer player took off her shirt in the previous Olympics raising eyebrows in the U.S. She was doing what millions of other soccer players do around the world.)

Description of the Video Lesson:

The children try to throw balls in a basket. They ask where Jordan is and she is in a ballet class. Sra. Carnes teaches Marcus to march left (a la *izquierda*) and right (a la *derecha*), tells them to sit (*siéntense*) and stand (*párense*). She has the children dance slowly (bailen *despacio*) and quickly (bailen *rápido*). Then march forward (marchen *hacia adelante*) and back (marchen *hacia atrás*). Then jump up (salten *hacia arriba*) and down (salten *hacia abajo*).

In ballet class...

arriba, abajo

Review

*Yo estoy caminado. Yo estoy corriendo.
Yo estoy marchando. Yo estoy bailando.
Yo tiro la pelota. Yo pateo la pelota. Yo
estoy saltando. Yo ando mi bicicleta.*

Each of the kids has balls (*pelotas*) and tells her what kind: Jordan – *fútbol*, Racheal – *basketball* or *baloncesto*, Marcus – *fútbol americano*. The kids then must tell her where they are holding the ball: *detrás, delante, enfrente, al lado, sobre, en, debajo, entre*. Then they all stand and sing a version of head, shoulders, knees and toes (*cabeza, hombros, piernas, y pies*). Eyes, ears, mouth and nose (*ojos, orejas, boca, y nariz*).

Review

*Yo abro el cajón. Yo cierro el cajón.
Yo abro la ventana. Yo cierro la ventana.
Yo abro la puerta. Yo cierro la puerta.
a la izquierda, a la derecha*

Starting to play a game the kids review sports and body parts. They tell what parts of the body each sport uses and place markers in each corresponding spot.

Song

arriba, abajo, izquierda, derecha

Review

subo, bajo, voy a la izquierda, voy a la derecha

Kids' skits

they tell body parts corresponding to sports

Kids dance performance

reviews different movements and directions



*Yo abro el cajón.
Yo cierro el cajón.
a la izquierda
a la derecha*

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Have children draw themselves and label the body parts that they have learned.
4. Teacher could play "Simon Says" by using the vocabulary words. She would say "*Simon dice Párense* (stand up), *siéntense* (sit), *adelante* (forward), *atrás* (backward), *manos arriba* (hands up), *manos abajo* (hands down).
5. Pick 4 action phrases from the following list. *Yo estoy caminando* (I'm walking), *Yo estoy corriendo* (I'm running), *Yo estoy marchando* (I'm marching), *Yo estoy bailando* (I'm dancing), *Yo tiro la pelota* (I throw the ball), *Yo pateo la pelota* (I kick

the ball), *Yo estoy saltando* (I'm jumping), *Yo ando en bicicleta* (I ride a bike). Fold paper in grids of 4-6 boxes. Write one sentence on each grid. (Note: 4th and 5th grade students should be able to copy the phrases themselves) Run copies for kids. Have them draw themselves in each box drawing the appropriate action. Again we recommend no English translations. Watch show until you're comfortable with the phrases.

6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities:

1. Speak to the PE teacher about letting the kids play a soccer game. Make sure that the girls are involved in the game as well. Have him do a little research on why it is called soccer in the US and England but football everywhere else in the world.

2. Have a child familiar with soccer narrate the soccer (fútbol) game. When somebody scores he needs to yell "GOOOOOOOOOOOOOOOOOOOOOOOOL!" Spanish people get so excited about this game that they say the word "gol" for a long, long time until they are out of air and need to take a breath.

3. Ask the children to name Hispanic baseball players. Tell them that many of these players come from the Dominican Republic or Cuba. Baseball is very popular in the Caribbean countries and some countries in Central America. Talk about Sammy Sosa from Dominican Republic and the fact that he went bat for bat with Mark McGuire in the homerun contest. Sammy did not forget his people in Dominican Republic. When that country was hit by a hurricane and flooding, he went there and brought many supplies and money to help them out.

Remember to use the vocabulary words in context as much as possible in class during the next week. Use other vocabulary words from previous lessons. When you remind students to raise their hand, say La mano, etc. Continue to add to the Next Step Español suitcase folder.

Lesson 5

Choosing a Present

Objectives:

1. Describe several objects by using descriptive adjectives.
2. Discuss weather in relation to seasons and months of the year.
3. Describe clothing items worn while playing sports.

Vocabulary:

shape	la forma
box	la caja
square	el cuadrado
yellow	amarillo
blue	azul
inside	adentro
paper	el papel
eraser	el borrador
grey	gris
silver	plateado
triangular	el triángulo
gift	el regalo
red	rojo
green	verde
rectangular	el rectángulo
soccer ball	la pelota de fútbol
round	redondo
circular	el círculo
white	blanco
black	negro
6:30	seis y media
fall	el otoño
spring	la primavera
shirt	la camiseta
soccer shoes	los zapatos de fútbol
soccer	el fútbol
football	el futbol americano
baseball	el béisbol
summer	el verano
basketball	el baloncesto
winter	el invierno
It's sunny.	Hace sol.
It's cloudy.	Está nublado.
It's raining.	Está lloviendo.
It's snowing.	Está nevando.
It's windy.	Hace viento.

January	enero
February	febrero
March	marzo
The girl puts on the hat.	La niña se pone el sombrero.
The girl removes the hat.	La niña se quita el sombrero.
The girl puts on the overcoat.	La niña se pone el abrigo.
The girl removes the overcoat.	La niña se quita el abrigo.
The girl puts on the shoes.	La niña se pone los zapatos.
The girl removes the shoes.	La niña se quita los zapatos.
We skate in the street.	Patinamos en la calle.
We swing in the swings.	Nos mecemos en los columpios.
We play in the park.	Jugamos en el parque.
We swim in the pool.	Nadamos en la piscina.
sixteen	dieciseis
seventeen	diecisiete
eighteen	dieciocho
nineteen	diecinueve
twenty	veinte
ugly	feo
short	corto
long	largo
big	grande
pretty	bonito
small	pequeño
to skate	patinar
to play	jugar
to swim	nadar
April	abril
May	mayo
June	junio

Before Viewing the Video Lesson:

1. Listen to the audio cassette tape of lesson 5 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson:

Sra. Carnes went shopping and showed the children what she bought. Then she has each child describe each item to her. The shape (*la forma*) of the box (*la caja*) is square (*es cuadrada*). It is yellow (*amarilla*) and blue (*azul*). Inside (*adentro*) there is paper (*papel*) and an eraser (*borrador*). The item Gene is holding is not gray (*gris*), but silver (*plateado*) and triangular. One child has a gift (*un regalo*) that is red (*rojo*) and green (*verde*). It is rectangular. Emily holds a soccer ball (*pelota de fútbol*), which is round (*redonda*), white (*blanca*) and black (*negra*). She has a game at 6:30 (*seis y media*). *Futbol* is discussed as played in the fall (*el*

otoño) and the spring (*la primavera*). They all discuss what one wears to play *fútbol* – shirt (*camiseta*) and soccer shoes (*zapatos de fútbol*).

Playing *futbol* practice for the game, play *futbol* on Saturdays, kick the ball as parents watch

What season sports are played in *fútbol –primavera y otoño, fútbol americano – otoño, béisbol – primavera, verano, otoño, baloncesto- invierno*

Review *Hace sol. Está nublado. Está lloviendo. Está nevando. Hace viento*

Review *enero, febrero, marzo, el triángulo, el círculo, el cuadrado, el rectángulo*

In the sports store... What sports equipment should I buy?

Review *La niña se pone el sombrero. La niña se quita el sombrero. La niña se pone el abrigo. La niña se quita el abrigo. La niña se pone los zapatos. La niña se quita los zapatos*

Giving a present for a birthday Two girls go over Ecuadorian doll's clothing

Review *Patinamos en la calle. Nos mecemos en los columpios. Jugamos en el parque. Nadamos en la piscina.*

Counting apples *dieciseis, diecisiete, dieciocho, diecinueve, veinte*

Emily leaves for soccer. The children play a game where they must use descriptive words to find the clothing that matches to the description (*feo, corto, largo, grande, bonito, pequeño*). Afterwards, the children go back and pick opposites from one another: *bonito/feo, largo/corto, grande/pequeño*.

Song *patinar, jugar, nadar*

Review *abril, mayo, junio*



Hace sol.
Está lloviendo.
Hace viento.

Follow Up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Group months of the year according to season. Then put a picture of each season in a corner of the room. Have kids stand under the season when they were born.
4. Ask kids *¿Qué tiempo hace en la primavera* (spring), *el otoño* (fall), *el verano* (summer), *el invierno* (winter)? Kids will tell you the weather for each. *Hace frío* (it's cold), *hace calor* (it's hot), *llueve* (rains), *nieva* (snows), *hace viento* (it's windy).

Supplemental Activities:

1. Talk about the difference in seasons between northern and southern hemispheres. It is the opposite. Many countries in Latin America only have two seasons – hot and rainy and hot and dry. Make comparisons with cities that are like that in United States.
2. Show a map of the world. Find Chile and Argentina in the map. In the southern part of those countries it is always freezing or cold. In fact, ships can only sail around that area in the summer (around December). During the summer the sun comes out at 4:00 AM and stays up until 1:00 AM. In winter the opposite is true. There are only 3 or 4 hours of light each day. Ask kids why they think this is. The correct answer is because the southern tip of South America is very close to Antarctica. Ask kids which state in the U.S. resembles Chile and Argentina in its weather and seasons (Alaska).

3. Show kids a ball or pictures of several sports. The children will tell you what season the sport is played in.

Remember to use the vocabulary words in context as much as possible in class during the next week. Review as many words as possible from the first five lessons. Whenever there is a spare minute, even while waiting in line review vocabulary words in fun ways. Continue to add to the Next Step Español suitcase folders.

Lesson 6

Playing with Animals

Objectives:

1. Name a favorite pet.
2. Describe how animals move.
3. Sing about a day in the life of a cat.

Vocabulary:

fish	pez
fins	aletas
tail	cola
water	agua
forward	adelante
back	atrás
up	arriba
down	abajo
tortoise	la tortuga
hare	la liebre
walk	caminar
slow	despacio
jumps	salta
fast	rápido
finish	el fin
cat	el gato
My cat eats.	Mi gato come.
My cat drinks water.	Mi gato toma agua.
My cat plays a lot.	Mi gato juega mucho.
My cat walks.	Mi gato camina.
My cat jumps.	Mi gato salta.
My cat cleans himself.	Mi gato se limpia.
My cat sleeps.	Mi gato duerme.
dog	el perro
bird	el pájaro
rabbit	el conejo
iguana	la iguana
ferret	el hurón
Sultan is wet.	Sultán está mojado.
Now he is dry.	Ahora está seco.
run	correr
swim	nadar
fly	volar
insect	el insecto
ugly	feo
wings	las alas

rooster	el gallo
horse	el caballo
cow	la vaca
bull	el toro
frog	la rana
The snake slithers.	La culebra se arrastra.
The iguana climbs the tree.	La iguana se trepó al árbol.
move	mover

Before Viewing the Video Lesson:

1. Take a poll of the students as to the types of pets they have. Do a graph of this information on the board.

Description of the Video Lesson:

Sra. Carnes has two fish (*peces*). They discuss the colors of the fish. The fish swims and has fins (*aletas*) and a tail (*cola*). It swims forward (*hacia adelante*) and back (*hacia atrás*) as well as up (*hacia arriba*) and down (*hacia abajo*). Sra. Carnes asks the children if they remember the story of the tortoise and the hare (*la tortuga y la liebre*). The tortoise walks (*camina*) slow (*despacio*) and the hare jumps (*salta*) fast (*rápido*). But in the race the hare is distracted, "*Peces! Niños!*" The hare notices too late how close the tortoise is to the finish line (*el fin*) and the tortoise wins the race. She asks which animal the children prefer... the tortoise, hare, fish or cat (*el gato*).

Song

Mi gato come. Mi gato toma agua. Mi gato juega mucho. Mi gato camina. Mi gato salta. Mi gato se limpia. Mi gato duerme.

What is your favorite pet/mascot?

el perro, la tortuga, el pájaro, los peces, el conejo, la iguana, el hurón

Review

Sultán está mojado, ahora está seco, corre rápido, camina despacio

Sra. Carnes discusses with the children how animals move. They walk (los animales *caminan*), run (*corren*), jump (*saltan*), swim (*nadan*), and fly (*vuelan*). They discuss that the insect (*el insecto*) is ugly (*feo*) and can fly (*vuela*). It has two wings (*alas*). The rooster (*el gallo*) flies and has wings. The horse (*el caballo*) jumps, walks, and runs. The fish swims (*nada*). The rabbit (*conejo*) jumps and runs. The cow (*la vaca*) walks. The bull (*el toro*) runs. The frog (*la rana*) swims and jumps. The turtle (*la tortuga*) walks slowly.

Review

La culebra se arrastra. El hurón corre. El pez nada. La iguana se trepa al árbol. El pájaro vuela. adelante, atrás

I like all animals...

pets delight me, I feed them everyday,
wash the dog, the turtle is small, the fish
swim, the rabbit jumps on the patio, I train
the dog, the cat is content

The group decides to play *Permiso Señora*, where they move forward doing the action and sound of the specified animal.

Describe

Kids pull animals from bag



*El pájaro vuela.
El pez nada.*

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Review vocabulary words related to pets. Use pictures, toys or stuffed animals to represent the vocabulary words. Encourage the use of "I like"... (*Me gusta* for singular or *Me gustan* for plural).
4. Review vocabulary words related locomotion – the way animals move. Show an animal and the children will give you the word for the movement the animal makes. *Nada* (swims), *corre* (runs), *camina* (walks), *salta* (hops), *se arrastra* (slithers), *vuela* (flies). If your children are ready to say sentences they can add the subject to the acting verb, i.e: *El pez nada*.
5. Using pictures, toys or stuffed animals let students tell the color of each animal. For example: *El conejo es blanco* (the rabbit is white).
6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson. Write sentences in Spanish.

Supplemental Activities:

1. Create a grid with 6 blocks. In each box put the following phrases. Have children illustrate story.

- i. *La Liebre y la tortuga.*
(The Turtle and the Hare.)
- ii. *La liebre y la tortuga estaban en una carrera.*
(The turtle and hare were in a race.)
- iii. *La liebre saltaba rápido.*
(The hare jumped fast.)
- iv. *La tortuga caminaba despacio.*
(The turtle walked slow.)
- v. *La tortuga ganó la carrera.*
(The turtle won the race.)
- vi. *La liebre estaba triste.*
(The hare was sad.)

2. Have kids draw their favorite pet. Then write "*Mi perro* (dog), *gato* (cat), *pájaro* (bird), *conejo* (rabbit), *pez* (fish), *se llama* (name is).

3. Draw a line from action to animal.

<i>pez</i>	<i>vuela</i>
<i>conejo</i>	<i>nada</i>
<i>perro</i>	<i>salta</i>
<i>gato</i>	<i>corre</i>
<i>pájaro</i>	<i>camina</i>

4. Create a booklet of the cat song. First, write the lyrics in sequence. Then, illustrate it and have the children sing it by following the words in their booklets. The lyrics are the following.

My cat eats.	<i>Mi gato come.</i>
My cat drinks water.	<i>Mi gato toma agua.</i>
My cat plays a lot.	<i>Mi gato juega mucho.</i>
My cat walks.	<i>Mi gato camina.</i>
My cat jumps.	<i>Mi gato salta.</i>
My cat cleans himself.	<i>Mi gato se limpia.</i>
My cat sleeps.	<i>Mi gato duerme.</i>

Remember to use the vocabulary words as much as possible in class during the next week. Always review previous vocabulary words whenever possible. Continue to add the Next Step Español suitcase folders.

Lesson 7

Learning at My School

Objectives:

1. Review and use classroom items vocabulary.
2. Put class subjects into a schedule.
3. Measure items in centimeters.

Vocabulary:

win	gano
lose	pierdo
draw	dibujo
I read	leo
book	el libro
I measure	mido
ruler	la regla
I write	escribo
pencil	el lápiz
I cut	corto
scissors	las tijeras
I draw	dibujo
crayon	la crayola
I erase	borro
eraser	el borrador
I glue	pego
glue	la goma
Monday	lunes
Tuesday	martes
Wednesday	miércoles
Thursday	jueves
Friday	viernes
art	el arte
music	la música
soccer	el fútbol
physical education	educación física
math	matemáticas
centimeters	centímetros
ten	diez
twenty-one	veintiuno
fifteen	quince
twenty-five	veinticinco
twenty-three	veintitres
knee	la rodilla
July	julio
August	agosto

September	septiembre
over	sobre
under	debajo
very small	más pequeño
very big	más grande
medium	mediano
tall	alto
short	bajo
equal	igual
long	largo
short	corto
twenty-two	veintidos
twenty-four	veinticuatro
School delights us.	Nos encanta la escuela.
entire pizza	una pizza entera
a half pizza	media pizza
quarter of pizza	un cuarto de pizza
October	octubre
November	noviembre
December	diciembre

Before Viewing the Video Lesson:

1. Listen to the audio cassette tape of lesson 7 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson:

Sra. Carnes says they are going to play win (*gano*), lose (*pierdo*), or draw (*dibujo*): *Leo con el libro, mido con la regla, escribo con el lápiz, corto con las tijeras, dibujo con la crayon, borro con el borrador, pego con la goma.*

What do you do in school?	write, glue, cut, erase, draw, measure, count, go to class
What class do you take?	<i>lunes-artes, martes-música, miércoles-computación, jueves-educación física, viernes-español</i>

Sra. Carnes discusses the children's favorite classes with them, one likes to draw (*dibujar*) so they like art (*arte*), one likes soccer (*fútbol*) so they like physical education (*educación física*), others like math (*matemáticas*) and music (*música*). Then they all participate in an activity in which they measure in centimeters (*centímetros*). *Caja de crayolas –10 cms. (diez), libros – 21 cms. (veintiun), manos –15 cms. (quince), pies –25 cms. (veinticinco), rodilla –23 cms. (veintitres).*

In school

love to read, draw in art, in class write stories, sing in chorus in music class, solve problems in math

Review

julio, agosto, septiembre, sobre, debajo

When comparing the measurements the class took, they concluded the hand is the smallest (*más pequeña*), the foot is the biggest (*más grande*), and the knee is medium (*mediana*). In comparison of height between Grayson, Marcus, and Señora Carnes, Sra. Carnes is the tallest (la más *álta*) and Marcus is the shortest (el más *bajo*). Between the three though, the hands are equal (*iguales*). Comparing hair length, Grayson has long hair (pelo *largo*) and Marcus has short (pelo *corto*) hair. But when deciding who has the biggest mouth (la boca *más grande*) there is a unanimous laughing decision that Sra. Carnes is the winner.

Comparison

niña pelo largo/niño pelo corto, niños bajos/niños altos

Counting apples

veintiuno, veintidos, veintitres, veinticuatro, veinticinco

Song

Nos encanta la escuela

Review

una pizza entera, media pizza, un cuarto de pizza, octubre, noviembre, diciembre



*septiembre
octubre
noviembre
diciembre*

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Create cut outs with the name of each month. Then scramble them and have the students put them back in order.

4. Have the kids make a classroom 12-month calendar in Spanish. Depending on the size of your class, assign one month to a pair of children. They need to illustrate each month with something representative of that month. After the children are done with their month, you can either tape the 12 months separately on the wall or staple them together to create a calendar.

5. Using the calendar the children made, go over the date every day, in Spanish. You will ask *¿Cuál es la fecha?* The children will say "*Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo, (number) de (month).*" The months are: *enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.*

6. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children in the lesson.

Supplemental Activities:

1. Each child creates a weekly calendar. Children fill it in with their weekly school schedule. Have them put art, music, PE, computer, Math, Spanish (in Spanish).

2. Teacher or children can ask each other *Qué tienes el lunes - viernes* (What do you have on _____?). Student responds *Tengo arte, música, educación física, computación, español, or matemáticas.*

3. Have children measure classroom objects in centimeters and tell you in Spanish how many centimeters the object measures.

4. Group several classroom objects (books, pencils, rulers, crayons). Ask *Cuántos _____ hay?* (How many _____ are there?) Students tell you in Spanish.

5. Have a grid with removable numbers. Take one number out at the time. Ask which number is missing or *¿Qué número falta?*

6. Roll 2 or 3 dice. Have kids tell you total number was rolled.

Remember to use the vocabulary words in context as much as possible in class during the next week. This should be especially easy since there are words related to school and school supplies. Continue to add to the Next Step Español suitcase folder

Lesson 8 Finding Places in my Town

Objectives:

1. Match professions of people in the community with the jobs they do.
2. Indicate where buildings are in the city by using prepositions of place.
3. Using directions, tell someone how to get to a specific place.

Vocabulary:

Who am I?	¿Quién soy?
pastry maker	el pastelero
I cook pies.	Cocino pasteles.
I test.	Pruebo.
doctor	el doctor
I give medicine.	Doy medicina.
firefighter	el bombero
I put out fires.	Apago incendios.
librarian	la bibliotecaria
I read books.	Leo libros.
I say, "Shhh! Silence!"	Digo, "Shhh! Silencio!"
works	trabajar
hospital	el hospital
pastry shop	la pasteleria
library	la biblioteca
next to	al lado
between	entre
school	la escuela
cafe	el café
above	arriba
supermarket	el supermercado
far	lejos
near	cerca
store	la tienda
inside	adentro
apples	manzanas
outside	afuera
north	norte
south	sur
east	este
west	oeste

Culture:

Firefighters in most South American countries only put out fires. They are not first aid and rescue personnel. They are only called when there is a fire. Firefighters in the US serve a variety of purposes from being first at the scene of an accident to rescuing a kitty cat which can't get down from a tree. Firefighters in the U.S. are very visible and loved in their communities. They visit schools, have mascots, encourage children to visit the fire station etc. This is not the case in most Hispanic countries.

Likewise, librarians are still seen as very stern and unapproachable. This was also true many years ago in the U.S. Today, media specialists are children's best resource in schools, after their teacher. They read children stories, help them to use the computer and find information they need.

Doctors work differently as well. Most pediatricians are in practice by themselves and not in group practice. There are several pediatricians who have their offices in their homes. Most people don't have health insurance, so they have to pay for the full amount themselves. Poor children have very little access to medical care. You basically get the care you pay for. Nurses dress the "old fashion way" with white starched uniforms and the white hat.

Bakeries are very popular in Latin America. There are bakeries on almost every corner of every street. They sell freshly made bread. Some bigger bakeries also sell sweets. Many people buy their bread every day before breakfast because they like to eat it warm and fresh out of the oven. Sliced sandwich bread is considered boring and stale and is only used for sandwiches.

Information for the Teacher:

One major difference in language to point out to the students is that *la libreria* is the Spanish word for bookstore. The Spanish word for library is *la biblioteca*. This seems opposite to the English words and can cause confusion.

Before Viewing the Video Lesson:

1. Review previous vocabulary words.
2. Listen to the audio cassette tape of lesson 8 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson:

The group decides to play a game called, “¿Quién soy?” (Who am I?). They are assigned different clothing articles and describe themselves so the group guesses: Pastry maker (*el pastelero*) – I cook pastries (*cocino pasteles*), and test (*pruebo*) them; Doctor (*el doctor*) – I give medicine (*doy medicina*); Firefighter (*el bombero*) – I put out fires (*apago incendios*); Librarian (*la bibliotecaria*) – I read books (*leo libros*) and I say, “Shhh! Silence!” (*digo, “Shhh! Silencio!”*).

Review	<i>el bombero, el doctor, la bibliotecaria, el pastelero</i>
--------	--

At the pastry store...	I like to eat sweets, go to pastry store, the pastry maker says “Hello”, doughnuts are delicious
------------------------	--

The doctor works in the hospital (*trabaja en el hospital*). The pastry maker works in the pastry shop (*la pastelería*). The librarian works in the library (*biblioteca*). The children look at a map of a city and discuss where everything is in relation to each other. The hospital is next to (*al lado*) the library. The library is between (*entre*) the school (*la escuela*) and the hospital. The cafe (*el café*) is above (*arriba*) the supermarket (*del supermercado*). The supermarket is far from (*lejos del hospital*) the hospital. But the supermarket is near (*cerca de la tienda*) the store. Pastries are inside (*adentro de la pastelería*) the pastry shop. Apples (*manzanas*) are outside (*afuera del supermercado*) the supermarket.

Review	<i>la biblioteca, el café, el museo, el banco, cerca, lejos</i>
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Song	going places on bicycle
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Playing another game, Sra. Carnes and the children learn directions: north (*norte*), south (*sur*), east (*este*) and west (*oeste*). They learn a song with the directions to begin with. Then after being given directions they move little toy cars to see if they get them to the right place.

Review	<i>norte, sur, este, oeste</i>
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Counting dogs	<i>dos, cuatro, seis, ocho, diez, doce, catorce, dieciseis, dieciocho, veinte</i>
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Kids' skits	Where to go for certain things....
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norte
sur
este
oeste

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary and conversations.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center following viewing the video lesson.
3. In English practice giving directions using left, right, north, south, east and west.
4. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities:

1. Talk about comparisons/differences between United States libraries, bakeries, doctors and firefighters. You may want to draw a Venn Diagram to point out the differences.
2. Draw your city or an imaginary town area or pull the one you drew for Level I. Find the bakery (*pastelería*), hospital, fire station (*la estación de bomberos*) (you may have to label one of the buildings) and the library (*la biblioteca*).
3. Ask children *¿Dónde está _____?* The children will respond with preposition of place: *al lado de* (next to), *arriba de* (above), *abajo de* (below), *entre* (in between), *cerca de* (near), *lejos de* (far).
4. Show kids a map. Ask them where a certain country is. They will respond by saying *norte*, *sur*, *este*, *oeste*.

Remember to use the vocabulary words in context as much as possible in class during the next week. Add words and materials to the Next Step Español suitcase folder.

Lesson 9

Looking at Zoo Animals

Objectives:

1. Place animals in their geographic region of the world.
2. Match zoo animals with their locomotion.
3. Describe zoo animals by using animal body parts.

Vocabulary:

zebra	la cebra
lion	el león
giraffe	la jirafa
elephant	el elefante
monkey	el mono
live (s)	vive (n)
tiger	el tigre
flamingo	el flamenco
penguin	el pinguino
polar bear	el oso polar
north	norte
seal	la foca
octopus	el pulpo
ocean	océano
long neck	cuello largo
long legs	piernas largas
long arms	brazos largos
long tail	cola larga
mane	la melena
stripes	las rayas
big ears	las orejas grandes
long nose	la nariz larga
trunk	la trompa
run	correr
fly	volar
swim	nadar
climb	tregar
sleep	dormir

wild boar	el jabalí
ugly	feo
short	bajo
tall	alto
pretty	lindo
ferocious/fierce	feroz
wet	mojado
old	viejo
zoo	el zoológico

Before Viewing the Video Lesson:

1. Listen to the audio cassette tape of lesson 9 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson:

The group is gathered around a world map on the table with a bunch of stuffed little zoo animals. They discuss the continents where each of the animals live naturally. The zebra (*la cebra*), lion (*el león*), giraffe (*la jirafa*), elephant (*el elefante*), and the monkey (*el mono*) live (*viven*) in Africa. The tiger (*el tigre*), the elephant, and the monkey live in Asia. The flamingo (*el flamenco*) lives in North America. In South America live the monkey and the penguin (*el pinguino*). The polar bear (*el oso polar*) lives in the north (El Polo Norte). The penguin also lives in Antarctica. The seal (*la foca*) and the octopus (*el pulpo*) live in the ocean (*océano*).

Review	<i>la cebra, el león, la jirafa, el elefante, el mono, el tigre, el oso polar</i>
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At the zoo...	Hello monkey, two lions, look at birds, goats climb rocks, seals swim, tiger walks slow
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Then the group discusses different distinctive features each of the animals have. The flamingo and the giraffe both have a long neck (*cueello largo*) and long legs (*piernas largas*). The monkey also has long legs, but he has long arms (*brazos largos*) and a long tail (*cola larga*) too. Other animals that have tails are the zebra, tiger, giraffe, elephant, monkey, and lion. The lion has a mane (*la melena*). Both the zebra and the tiger have stripes (*las rayas*). The elephant has big ears (*orejas grandes*) and a big nose called a trunk (*la trompa*). The elephant, monkey, giraffe, polar bear, tiger, zebra and lion run (*corren*). But the flamingo can fly (*vuela*). The penguin and seal have fins (*aletas*) but they are not the only ones who can swim (*nadan*). So can the polar bear and octopus.

Review

El mono se trepa a un árbol. El oso polar nada en el agua. El elefante camina despacio. El tigre tiene sueño. El jabalí es bajo. La jirafa es alta. El jabalí es feo. Los flamencos son lindos. El tigre es feroz. Los leones son feroces. El elefante es grande. El oso polar esta mojado. La tortuga es vieja.

After learning so much about all the animals, the children pull each of the animals from a bag, describe them, and place them where they belong.

Song

el zoológico, vamos al zoológico

Kids' skit

Guess from description which animal the child has.



*el elefante
el mono
el tigre
el oso polar*

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary.
2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Have pictures of zoo animals. Group them by physical characteristics. You could write "*Cuatro patas*" (four legs) "*dos patas* (two legs), "*Tiene rayas*" (has stripes), "*cuello largo*" (long neck).
4. Using the same pictures as activity two. Group animals by the way they move.
5. Create a graph of animal locomotion. Put the actions on the top "*corren, caminan, saltan, se arrastran, nadan*" (run, walk, jump, crawl and swim). Put pictures of the animals in the appropriate graph square.
6. Have students draw 1-2 animals. Have them label animal body parts.

7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities:

1. Have a global map. Have cut-out pictures of animals. Show animal. Student names it in Spanish and puts it on right continent on the board.

Remember to use the vocabulary words as much as possible in class during the next week. This should be especially easy since the words relate to the days of the week. Every morning ask the students in Spanish what day is today (Qué día es hoy?) and they should answer with Hoy es el _____.

Lesson 10

Review

Objectives:

1. Review previously learned concepts.

Vocabulary:

The flamingos are pretty.

The wild boar is ugly.

The house is small.

The house is big.

The car is old.

The car is new.

over

under

I am in the living room.

I am next to the lamp.

I am between the couch and the table.

I am behind the chair.

apples

red

green

under

short

I am going to the left.

I am going to the right.

It's sunny.

It's cloudy.

It's raining.

It's snowing.

It's windy.

My cat eats.

My cat drinks water.

My cat plays a lot.

My cat walks.

My cat jumps.

My cat cleans himself.

My cat sleeps.

Sultan is wet.

Now he is dry.

He runs quickly.

He walks slowly.

Monday

art

Los flamencos son lindos.

El jabalí es feo.

La casa es pequeña.

La casa es grande.

El automóvil es viejo.

El automóvil es nuevo.

sobre

debajo

Estoy en la sala.

Estoy al lado de la lámpara.

Estoy entre el sofa y la mesa.

Estoy detrás de la silla.

las manzanas

rojo

verde

subo

bajo

Voy a la izquierda.

Voy a la derecha.

Hace sol.

Está nublado.

Está lloviendo.

Está nevando.

Hace viento.

Mi gato come.

Mi gato toma agua.

Mi gato juega mucho.

Mi gato camina.

Mi gato salta.

Mi gato se limpia.

Mi gato duerme.

Sultán está mojado.

Ahora está seco.

Corre rápido.

Él camina despacio.

lunes

arte

Tuesday	martes
music	música
Wednesday	miércoles
Thursday	jueves
physical education	educación física
Friday	viernes
Spanish	español
north	norte
south	sur
east	este
west	oeste
The monkey climbs the tree.	El mono se trepa a un árbol.
The polar bear swims in the water.	El oso polar nada en el agua.
The elephant walks slowly.	El elefante camina despacio.
The tiger has sleep.	El tigre tiene sueño.
The wild boar is short.	El jabalí es bajo.
The giraffe is tall.	La jirafa es alta.
The wild boar is ugly.	El jabalí es feo.
The flamingos are pretty.	Los flamencos son lindos.
The tiger is fierce.	El tigre es feroz.
The lions are fierce.	Los leones son feroces.
The elephant is big.	El elefante es grande.
The polar bear is wet.	El oso polar está mojado.
The tortoise is old.	La tortuga es vieja.
husband	el esposo
daughter	la hija

Before Viewing the Video Lesson:

1. Tell the students that this is the last program in the Next Step Español series. Review with them the things they have learned this year.
2. Listen to the audio cassette tape of lesson 10 vocabulary words. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson:

There is a welcoming party going on. New neighbors moved in by Sra. Carnes' house. They are from Colombia, South America. She introduces them to everyone at the party. They play a game of pin the tail on the donkey, and the new neighbor little girl Natalie won the game.

Review	<i>Los flamencos son lindos. El jabalí es feo. La casa es pequeña. La casa es grande. El automóvil es viejo. El automovil es nuevo. sobre, debajo, Estoy en la sala. Estoy al lado de la lámpara. Estoy entre el sofa y la mesa. Estoy detras de la silla.</i>
Song	<i>manzanas rojas, manzanas verdes, manzanas grande, manzanas pequeñas</i>
Review	<i>subo, bajo, voy a la izquierda, voy a la derecha, hace sol, está nublado, está lloviendo, está nevando, hace viento</i>
Song	<i>Mi gato come. Mi gato toma agua. Mi gato juega mucho. Mi gato camina. Mi gato salta. Mi gato se limpia. Mi gato duerme.</i>
Review	<i>Sultán está mojado ahora esta seco, corre rápido, camina despacio</i>
What class do you take?	<i>lunes – arte, martes – música, miércoles – computación, jueves – educacion físico, viernes - español</i>
Review	<i>norte, sur, este, oeste</i>
Review	<i>El mono se trepa a un árbol. El oso polar nada en el agua. El elefante camina despacio. El tigre tiene sueño. El jabalí es bajo. La jirafa es alta. El jabalí es feo. Los flamencos son lindos. El tigre es feroz. Los leones son feroces. El elefante es grande. El oso polar está mojado. La tortuga es vieja.</i>

Larry, Sra. Carnes' husband (*esposo*) and Lauren, her daughter (*hija*) arrive at the party and everyone is happy to see them. Hellos are everywhere and then they decide to play Chequi Molina Chequi (a native Latin American game), which Natalie gets picked to be in the center!

Follow-up Activities:

1. Use the Next Step Español Again video lesson to review the emphasized vocabulary and conversations.

2. Use the Audio Cassette Tape for additional review. This could be done as a class activity or in the listening center for several days following viewing the video lesson.
3. Who had a birthday party in the program? What kind of party was it? Review the words related to a birthday party. *Feliz Cumpleaños* is Happy Birthday in Spanish.
4. Discuss in Spanish the words related to sports by using different types of balls. Refer back to the graph made before viewing the program and change the sports names to Spanish names for those sports.
5. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities:

1. In PE play the different sports learned in the program. Ask the PE teacher to explain the differences in sports in the United States and in other countries of the world.
2. Invite a high school soccer coach to your class to explain the popularity of soccer through out the world. Ask them to talk about some of the players who are known the world over. Why would soccer be so popular in other countries and just growing in popularity here?
3. In music sing the Happy Birthday song as it is done in Spanish-speaking countries. Listen to Spanish music and talk about the rhythm and the types of instruments used.
4. Have a party to celebrate learning Spanish. Use a piñata as a part of the celebration. It may be best to hang the piñata from a basketball goal in the gym and let someone raise and lower it as students hit at it. This would make the activity last longer and hopefully give everyone a chance before the piñata is broken. Have Spanish foods as part of the celebration and afterwards play a game of soccer.

Conclusion:

Your students have just taken their Next Step in learning a second language. Everyone is so proud when a baby makes the Next Step, do the same with this Next Step in learning Spanish. Plan some type of activity or program to share what your students have learned with other classes and with their parents. Everyone should be very proud of what they have learned and feel comfortable with hearing the Spanish language being spoken. They will be able to recognize and say many different words and some sentences. As your students continue in their study of Spanish with **Next Step Español** they will start using the words in more sentences and will add verbs and adjectives to their sentences.

Remember to review the vocabulary words as much as possible in class during the rest of the year. Encourage the students to use the language. Give them many different opportunities to experience the language even after you have finished viewing the lessons in Next Step Español.

Vocabulary

Lesson 1

mother	mamá
father	papá
grandmother	abuela
grandfather	abuelo
young	jóvenes
old	viejos
large	grande
aunt	tía
uncle	tío
cousin	primo
daughter	hija
son	hijo
husband	esposo
wife	esposa
pretty	lindo
ugly	feo
sister	hermana
brother	hermano
next to	al lado
one	uno
two	dos
three	tres
four	cuatro
five	cinco
six	seis
seven	siete
eight	ocho
nine	nueve
ten	diez
Monday	lunes
Tuesday	martes
Wednesday	miercoles
Thursday	jueves
Friday	viernes
Saturday	sabado
Sunday	domingo
after	despues

before
days of the week
purple flower
blue
green
yellow
orange
red
pink
black
brown
white

antes
dias de semana
una flor morada
azul
verde
amarillo
anaranjado
rojo
rosado
negro
café
blanco

Vocabulary

Lesson 2

big	grande
small	pequeño
one level	un piso
two levels	dos pisos
windows	ventanas
medium	mediano/mediana (depending on subject, so you either stick with the masculine (o ending) or put both)
above	arriba
below	abajo
patio	patio
inside	dentro
outside	afuera
new	nuevo
over	sobre
under	debajo
in	en
behind	detrás
between	entre
in front	delante
next to	al lado
sit	siéntense
stand	párense
baby	bebé
bedroom	dormitorio
bed	cama
woman	mujer
chair	silla
living room	sala
man	hombre
car	automóvil
garage	garaje
girl	niña
dining room	comedor
table	mesa
boy	niño
outside	afuera

house

bathroom

kitchen

I have a new shoe.

mobile home

casa

baño

cocina

Tengo un zapato nuevo.

casa rodante

Vocabulary

Lesson 3

bad
more
ten
eleven
twelve
thirteen
fourteen
fifteen
apples
milk
clean
dirty
plates
napkins
spoon
fork
knife
triangular
sweet
sour
very pretty
drinks
very hungry
pizza cut in eight parts
month
January
February
March
April
May
June
July
August
September
October
November
December

mal
más
diez
once
doce
trece
catorce
quince
manzanas
leche
limpi
suci
platos
servilletas
cuchara
tenedor
cuchillo
triángulo
dulce
agrio
muy lindo
bebidas
mucho hambre
pizza cortada en ocho partes
mes
enero
febrero
marzo
abril
mayo
junio
julio
agosto
septiembre
octubre
noviembre
diciembre

spring	primavera
summer	verano
fall	otño
winter	invierno
It's sunny.	Hace sol.
It's cloudy/overcast.	Está nublado.
It's raining.	Está lloviendo.
It's snowing.	Está nevando.
It's windy.	Hace viento.
It's hot.	Hace calor.
It's cold.	Hace frío.
hot	caliente
cold	frío
It's delicious.	Está rico.
I don't like...	No me gusta...
The girl cooks the pastry.	La niña cocina el pastel.
The girl eats the pastry.	La niña se come el pastel.

Vocabulary

Lesson 4

left	izquierda
right	derecha
sit	siéntense
stand	párense
slow	despacio
fast	rápido
forward	adelante
back	atrás
up	arriba
down	abajo
I am walking.	Yo estoy caminando.
I am running.	Yo estoy corriendo.
I am marching.	Yo estoy marchando.
I am dancing.	Yo estoy bailando.
I throw the ball.	Yo tiro la pelota.
I kick the ball.	Yo pateo la pelota.
I am jumping.	Yo estoy saltando.
I am riding my bike.	Yo ando en mi bicicleta.
soccer	fútbol
basketball	basketball
football	fútbol americano
behind	detrás
in front	delante/enfrente
next to	al lado
over	sobre
in	en
under	debajo
between	entre
head	la cabeza
shoulders	los hombros
legs	las piernas
feet	los pies
eyes	los ojos
ears	las orejas
mouth	la boca
nose	la nariz
I open the drawer	Yo abro el cajón

I shut the drawer
I open the window
I shut the window
I open the door
I shut the door
under
short
I go to the left
I go to the right

Yo cierr el cajón
Yo abro la ventana
Yo cierr la ventana
Yo abro la puerta
Yo cierr la puerta
subo
bajo
voy a la izquierda
voy a la derecha

Vocabulary

Lesson 5

shape	la forma
box	la caja
square	el cuadrado
yellow	amarillo
blue	azul
inside	adentro
paper	el papel
eraser	el borrador
grey	gris
silver	plateado
triangular	el triángulo
gift	el regalo
red	rojo
green	verde
rectangular	el rectángulo
soccer ball	fútbol
round	redond
circular	el círculo
white	blanco
black	negro
6:30	seis y media
fall	otoño
spring	primavera
shirt	la camiseta
soccer shoes	zapatos de fútbol
soccer	fútbol
football	futbol americano
baseball	béisbol
summer	verano
basketball	basketball
winter	invierno
It's sunny.	Hace sol.
It's cloudy.	Está nublado.
It's raining.	Está lloviendo.
It's snowing.	Está nevando.
It's windy.	Hace viento.
January	enero

February	febrero
March	marzo

The girl put on the hat.
The girl removed the hat.
The girl put on the overcoat.
The girl removed the overcoat.
The girl put on the shoes.
The girl removed the shoes.
We skate in the street.
We swing in the swings.

La niña se pone el sombrero.
La niña se quita el sombrero.
La niña se pone el abrigo.
La niña se quita el sombrero.
La niña se pone los zapatos.
La niña se quita los zapatos.
Patinamos en la calle.
Nos mecemos en los columpies.
Jugamos en el parque.
Nadamos en la piscina.

We play in the park.
We swim in the pool.

sixteen	dieciseis
seventeen	diecisiete
eighteen	dieciocho
nineteen	diecinueve
twenty	veinte
ugly	feo
short	corto
long	largo
big	grande
pretty	bonito
small	pequeño
to skate	patinar
to play	jugar
to swim	nadar
April	abril
May	mayo
June	junio

Vocabulary

Lesson 6

fish	pez
fins	aletas
tail	cola
water	agua
forward	adelante
back	atrás
up	arriba
down	abajo
tortoise	la tortuga
hare	la liebre
walks	caminar
slow	despacio
jumps	salta
fast	rápido
finish	el fin
cat	el gato
My cat eats.	Mi gato come.
My cat drinks water.	Mi gato toma agua.
My cat plays a lot.	Mi gato juega mucho.
My cat walks.	Mi gato camina.
My cat jumps .	Mi gato salta.
My cat cleans himself.	Mi gato se limpia.
My cat sleeps.	Mi gato duerme.
dog	el perro
bird	el pájaro
rabbit	el conejo
iguana	la iguana
ferret	el hurón
Sultan is wet.	Sultán está mojado.
Now he is dry.	Ahora está seco.
run	correr
swim	nadar
fly	volar
insect	el insecto
ugly	feo
wings	allas
rooster	el gallo

horse

cow

bull

frog

The snake slithers.

The iguana climbs the tree.

move

el caballo

la vaca

el toro

la rana

La culebra se arrastra.

La iguana se trepá al árbol.

mover

Vocabulary

Lesson 7

win		gano
lose		pierdo
draw		dibujo
I read	leo	
book		el libro
I measure		mido
ruler		la regla
I write		escribo
pencil		el lápiz
I cut		corto
scissors		la tijeras
I draw		dibujo
crayon		la crayola
I erase		borro
eraser		el borrador
I glue		pego
glue		la goma
Monday		lunes
Tuesday		martes
Wednesday		miércoles
Thursday		jueves
Friday		viernes
art		el arte
music		la música
soccer		fútbol
physical education		educacion físico
math		matemáticas
centimeters		centímetros
ten		diez
twenty-one		veintiuno
fifteen		quince
twenty-five		veinticinco
twenty-three		veintitres
knee		la rodilla
July		julio
August		agosto
September		septiembre

over
under
very small
very big
medium
tall
short
equal
long
short
twenty-two
twenty-four
School delights us.
entire pizza
a half pizza
quarter of pizza
October
November
December

sobre
debajo
más pequeño
más grande
median
alta
bajo
igual
longo
corto
veintidos
veinticuatro
Nos encanta la escuela.
una pizza entera
media pizza
un cuarto de pizza
octubre
noviembre
diciembre

Vocabulary

Lesson 8

Who am I?
pastry maker
I cook pies.
I test.
doctor
I give medicine.
firefighter
I put out fires.
librarian
I read books.
I say, "Shhh! Silence!"
works
hospital
pastry shop
library
next to
between
school
café
above
supermarket
far
near
store
inside
apples
outside
north
south
east
west

Quién soy?
el pastelero
Cocino pasteles.
Pruebo.
el doctor
Doy medicina.
el bombero
Ago incendios.
la bibliotecaria
Leo libros.
Digo, "Shhh! Silencio!"
trabajar
el hospital
la pastelería
la biblioteca
al lado
entre
la escuela
el café
arriba
el supermercado
lejos
cerca
la tienda
adentro
manzanas
afuera
norte
sud
este
oeste

Vocabulary

Lesson 9

zebra	la cebra
lion	el león
giraffe	la jirafa
elephant	el elefante
monkey	el mono
live	viver
tiger	el tigre
flamingo	el flamenco
penguin	el pinguino
polar bear	el oso polar
north	norte
seal	la foca
octopus	el pulpo
ocean	océano
long neck	cuello largo
long legs	piernas largas
long arms	brazos largas
long tail	cola larga
mane	la melena
stripes	las rejas
big ears	las orejas grandes
long nose	la nariz larga
trunk	la trompa
run	correr
fly	volar
swim	nadar
climb	tepar
sleep	dormir
wild boar	el jabalí
ugly	feo
short	bajo
tall	alto
pretty	lindo
ferocious/fierce	feroz
wet	mojado
old	vieje
zoo	el zoológico

Vocabulary

Lesson 10

The flamingos are pretty.

The wild boar is ugly.

The house is small.

The house is big.

The car is old.

The car is new.

over

under

I am in the living room.

I am next to the lamp.

I am between the couch
and the table.

I am behind the chair.

apples

red

green

under

short

I am going to the left.

I am going to the right.

It's sunny.

It's cloudy.

It's raining.

It's snowing.

It's windy.

My cat eats.

My cat drinks water.

My cat plays a lot.

My cat walks.

My cat jumps.

My cat cleans himself.

My cat sleeps.

Sultan is wet.

Now he is dry.

He runs fast.

He walks slow.

Monday

Los flamencos son lindos.

El jabalí es feo.

La casa es pequeña.

La casa es grande.

El automóvil es viejo.

El automóvil es nuevo.

sobre

debajo

Estoy en la sala.

Estoy al lado de la lámpara.

Estoy entre el sofa y la mesa.

Estoy detrás de la silla.

las manzanas

rojo

verde

subo

bajo

Voy a la izquierda.

Voy a la derecha.

Hace sol.

Está nublado.

Está lloviendo.

Está nevando.

Hace viento.

Mi gato come.

Mi gato toma agua.

Mi gato juega mucho.

Mi gato camina.

Mi gato salta.

Mi gato se limpia.

Mi gato duerme.

Sultán está mojado.

Ahora está seco.

Corre rápido.

Él camina despacio.

lunes

art
Tuesday
music
Wednesday
Thursday
physical education
Friday
Spanish
north
south
east
west
The monkey climbs
the tree.
The polar bear swims
in the water.
The elephant walks slow.
The tiger has sleep.
The wild boar is short.
The giraffe is tall.
The wild boar is ugly.
The flamingos are pretty.
The tiger is fierce.
The lions are fierce.
The elephant is big.
The polar bear is wet.
The tortoise is old.
husband
daughter

arte
martes
música
miércoles
jueves
educacion física
viernes
español
norte
sur
este
oeste
El mono se trepa a un árbol.

El oso polar nada en el agua.

El elefante camina despacio.
El tigre tiene sueño.
El jabalí es bajo.
La jirafa es alta.
El jabalí es feo.
Los flamencos son lindos.
El tigre es feroz.
Los leones son feroces.
El elefante es grande.
El oso polar está mojado.
La tortuga es vieja.
el esposo
la hija